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News Summary

Articles in Inside Edition

Criminals may be born with a predisposition to break the law, two prominent scholars contend in a new study. Story on Page 5

More paperwork without adequate reimbursement could be the result of a White House proposal to change the way universities are audited for federal expenditures. Story on Page 13

Bankers who distribute federally guaranteed loans to students have cried wolf about changes in the program too often, Congressional aides say. Story on Page 13

Growth in profits led businesses to give 16.4 per cent more to education in 1984, according to the Council for Financial Aid to Education. Story on Page 21

An easing of restrictions in China allowed American professors who taught there last year to work closely with students and colleagues. Story on Page 23

Thanks to television, a professor at the Johns Hopkins University teaches computer-chip design to students 30 miles away from the campus. Story on Page 27

Physical violence against referees is extremely rare at college sports events, but it does sometimes occur. Story on Page 37

The Common Market is mapping a new higher-education strategy, which it hopes will increase cooperation among the 12 member countries. Story on Page 49

Faculty members at colleges affiliated with Delhi University in India have begun what could be a long strike. Story on Page 49

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36 LEGISLATURES IN SESSION THIS WEEK

On States' Higher-Education Agendas: Money, Governance, Teacher Training

By SCOTT JASCHIK

Finances, teacher education, and governance will top the higher-education agendas of state legislatures this year, according to a survey by the National Conference of State Legislatures.

The survey was based on interviews with the chairmen of education and higher-education committees in every state. Six states—Arkansas, Montana, Nevada, North Dakota, Oregon, and Texas—will not hold legislative sessions this year, but lawmakers in those states were asked about likely topics for consideration in 1987.

The issues drawing legislative interest are similar to those listed in a poll last year, but this year legislators are more interested in proposing structural changes in higher-education systems than in creating new programs to address their concerns, said Peggy M. Siegel, manager of the conference's education program.

By the end of this week, legislative sessions will have started in 36 states.

Finances a Major Issue in 19 States

Chairmen of education committees in 19 states said the financing of higher education would be a major state issue in 1986. Financing is expected to be a principal focus of several special committees that are studying higher education, including panels created by the Maryland and Texas Legislatures.

In Florida and New York, committee chairmen said they would try to restructure the budgeting process to secure more money for colleges and universities, and to reexamine the student-aid system because they expect a decline in federal support, the report said.

William A. Seidelman, chairman of the Michigan Senate Higher Education Committee, said his panel would push for major

Continued on Page 16, Column 3

Law Deans Blast Hiring Process for Graduates

By JEAN EVANGELAUF

NEW ORLEANS

Recruiting of law-school graduates by law firms and others is inefficient, disrupts the academic environment, and distorts values, according to administrators at the annual meeting of the Association of American Law Schools here last week.

"There is a 'meat market' feel to the process," said Stephen L. Yandle, associate dean at Yale University's law school. He termed it "corrupt."

Law firms make offers to a handful of students at a few law schools, he said, while ignoring the depth and breadth of talent at other schools.

Nearly 126,000 full-time and part-time students were enrolled last year in the 174 law schools approved by the American Bar Association, and those schools awarded about 37,000 law degrees in 1984-85.

There's too much focus on grade-point average and class rank, and not on a careful review of transcripts," said Carroll D.

Continued on Page 4, Column 1

Half of Today's Students Are Found to Hold Jobs

Squeezed by rising college costs, half of all students now hold jobs while they attend college. Story on Page 29. Also in this week's "Students" section:

► This year's freshmen take liberal positions on such social issues as abortion and disarmament. Story on Page 34.

► The Peace Corps reports big increases in applications from college students. Story on Page 29.

Aid for Blacks in South Africa Gains in U.S.

Funds, companies, colleges seek to improve education

By PAUL DESRUISSEAUX

Efforts by organizations in the United States to raise funds to increase educational opportunities for blacks in South Africa are mushrooming.

At the same time, American colleges and universities are giving increased consideration to what they can do to improve the prospects of non-white South Africans while still demonstrating opposition to apartheid.

Observers also say that the anti-apartheid movement in the United States, which has focused primarily on efforts to pressure institutions to dispose of their holdings in American companies doing business in South Africa, is beginning to move toward some support of other, kinds of actions.

'A Real Surge of Interest'

"People who want to see a more just society in South Africa are now looking beyond financial *divestment* to human *investment*," says Ned Munger, a professor of African politics at the California Institute of Technology. "As a result there's been a real surge of interest in the activities of organizations such as ours."

Mr. Munger is the founder and president of the Cape of Good Hope Foundation, which works to generate support for the University of the Western Cape in South Africa. The foundation is one of four organizations that, within the past year, have begun soliciting funds in the United States for programs to benefit non-white students and multiracial universities in South Africa.

Like the other three—Medical Education for South African Blacks, Inc.; the University of Cape Town Fund, Inc.; and the United States/Zululand Educational Foundation, Inc.—the Cape of Good Hope

Continued on Page 22, Column 1

At America's Costliest College, Learning to Read Is a Major Accomplishment

By THOMAS J. MEYER

PUTNEY, VT.

Dan Cremo wrote a paper last month, and no one was more pleased than he was.

"I picked out what I wanted to write about, and I wrote it," he says. "It's, like, 15 pages. I just have to type it, and then it'll be done."

He smiles. "You know, I've never done a paper on my own."

It wasn't for lack of trying. In four years of college, Mr. Cremo, who is 22, worked for more than four hours a night to maintain a B-minus average. But he never wrote a paragraph, never read a book. He had a hard time even finding his way around the library.

Mr. Cremo suffers from dyslexia, a neurological disorder that inhibits the ability to read and write.

All through high school and college, he struggled unsuccessfully to learn those skills.

He made his way through courses by listening to tape-recorded lectures and books. His college provided scribes to write his papers for him. He took all of his tests orally.

Now a student at Landmark College, which opened here in September, Mr. Cremo is confronting his disability—and beginning to overcome it. Landmark is the only college exclusively for students with dyslexia and related learning disabilities.

"I feel like this is my last chance," Mr. Cremo says. "If I'm not going to learn to read here, I'm not going to learn anywhere. There's no other place for me to go. This is it."

Experts estimate that more than 10 per cent of the population suffer from dyslexia, which can also impair the ability to spell, speak, and understand speech. The condition, they stress, is unrelated to intellectual ability. It cannot be cured.

While many students with milder forms of the disorder are able to do well in college, others fail, usually in courses where much depends on the abilities that they lack—reading and writing.

"There are a lot of colleges out there which are trying to figure out how they can deal with this sort of student," says James

Continued on Page 30, Column 1

MARGINALIA

This is make-up-your-own-comment week. Here are some items that may bring out the worst in you.

•

From an ad in *Affirmative Action Register*, seeking a library director at Clinch Valley College:

"The library is housed in a modern, well-equipped, two-story building with a major new edition planned."

•

The program for the annual meeting of the American Academy of Religion contained a notice about a session entitled "Religion, Peach and War."

•

A letter to professors from the director of the Peace Corps said, among other things:

"This year, we are observing the 25th Anniversary of Peace Corps, a inpleting 25 years of sucessful service overseas helping people overcome hunger, disease, illiteracy

•

Most of the offerings in a memo to marketing majors at Rider College have, according to the column heading, a "Curse No."

•

From *The Admissions Strategist*, a publication of the College Board:

"Imagine a hypothetical high school that graduates over half of its 93 seniors in the top quarter of its class."

•

An ad in the Claremont (Cal.) *Courier*, seeking an editor/writer for Scripps College, disclosed: "Salary commiserate with experience."

•

Among the requirements for a Ph.D. in creative writing at the University of Utah, according to an announcement: "a reading knowledge of one language or an advanced reading knowledge of two."

•

Headline in the Omaha *World Herald*:

STOLEN VCR REPLACED
BY EX-DRAKE PROFESSOR

•

From the University of Wyoming's student paper, the *Branding Iron*:

"Wyoming's state pay system has a 28.5 percent 'gap' in salaries men and women earn . . . , consultants told the legislative Joint Appropriations Committee Tuesday.

"[One said] the state also might be concerned with the higher morals and productivity that might come with a more equitable pay system."

—C. G.

In Brief

Fisk U. Restored to Full Accreditation

The Southern Association of Colleges and Schools has removed Fisk University from probationary status for the first time since 1983.

However, the association has refused to restore full accreditation to two other historically black institutions that have also faced financial difficulties.

Fisk received full accreditation after reducing its deficit from $3.9 million in 1983 to $800,000 this year, a university spokesman said.

Knoxville College, which was placed on probation last April, was granted "extraordinary" status by the association and retained its accreditation. Association officials will review Knoxville's status again in December. Since being placed on probation, the college has reduced its $2.4-million debt by $400,000.

The association also continued probation for Bishop College, although the college has arranged to settle $11.2 million of its $12.5-million debt to the federal government.

"S.A.C.S. wants to see more evidence of long-range financial planning," said Wright L. Lassiter, president of Bishop.

Medical Admissions Test Adds Experimental Essay

The sponsors of the Medical College Admission Test have added an experimental 45-minute essay section to the examination.

The essay is being tested in a 250-year pilot project aimed at determining whether an essay can provide admissions officers with "useful and unique" information about students' analytical and organizational abilities, according to Robert L. Beran, director of the student programs division of the Association of American Medical Colleges.

About 35 medical schools have volunteered to use the essay as part of their admissions process and to evaluate its usefulness, said Mr. Beran.

He added that the essay topics chosen would not make it necessary for students planning to apply to medical school to take additional undergraduate courses to prepare for the test.

Accrediting Action Delayed for Medical College

The Northwest Association of Schools and Colleges has agreed not to cancel the accreditation of John Bastyr College of Naturopathic Medicine, pending a six-month study of the college's program. The Seattle college, which trains students in natural health care, has been a candidate for accreditation since 1983.

It was scheduled to lose its status as a candidate for accreditation on January 1, because of an accrediting-agency rule change barring single-purpose institutions. However, the association has agreed to consider the college's assertion that it is a multipurpose institution, because it offers bachelor's and master's degrees in nutrition, in addition to a doctorate in naturopathic medicine.

Cal. Supreme Court Upholds Firing of Stanford Professor

The California Supreme Court has upheld Stanford University's 1972 dismissal of a faculty member who allegedly incited anti-war protests on the campus.

The court refused, without comment, to review a state Court of Appeal ruling last year that upheld the dismissal of H. Bruce Franklin, now a professor of English at Rutgers University.

The Court of Appeal said that Mr. Franklin's behavior at a 1971 anti-war demonstration, during which he urged students to "shut down" the campus computer center, was "an exhortation to disruptive action" and "well out of constitutional bounds."

U. of Arizona Acts to 'Heal' Rift in Troubled Department

Hoping to "heal" its embattled department of Spanish and Portuguese, the University of Arizona last week named an English professor acting head of the department. Six other faculty members, including three from outside the department, will help administer it for the next six months.

Fraught with dissension over hiring, appointments, and scholarly issues, the department has been the subject of "a dozen complaints and appeals in the last few months," said Nils Hasselmo, the university's provost. One former instructor has sued the university over her dismissal, Mr. Hasselmo said.

Mr. Hasselmo called J. Douglas Canfield, the acting department head, "a neutral force" who could "heal the split within the department."

'Serious Lack of Confidence' Reported at Dartmouth

Faculty members at Dartmouth College have a "serious lack of confidence" in President David T. McLaughlin, according to a report issued last week by a special faculty committee.

The eight-member committee, appointed by the faculty senate last April, said many faculty members saw Mr. McLaughlin's administration as "so inimical to

DARTMOUTH COLLEGE

effective academic leadership as to pose grave risks to the quality" of the college.

The committee's report is the latest development in a conflict between the president and the faculty that goes back to Mr. McLaughlin's appointment in 1981. A former corporation executive, Mr. McLaughlin *(above)* has been criticized for running Dartmouth more like a business than a college.

The latest controversy arose last spring, when Mr. McLaughlin reinstated a Reserve Officers' Training Corps program over the objection of about three-fourths of the faculty.

In an interview with local reporters, Mr. McLaughlin said the report "reflects a genuine concern" on the part of faculty members and could be a starting point for developing better communication between them and the administration. However, he said, the report "overreaches in some of its assertions" and fails to reflect changes made since last April to give the faculty more voice in making decisions.

Suit Would Bar 23 Layoffs at Va. Community College

Nine faculty members at J. Sargeant Reynolds Community College have sued to halt the layoff of 23 college employees, scheduled for later this month.

In the suit, the faculty members contend that their rights of due process were violated by the layoffs. They also question whether the financial emergency that prompted the action actually does exist.

The college and its president, S. A. Burnette, were named as defendants in the suit filed in a state court in Richmond.

Without the layoffs, declining enrollment would create a $600,000 budget deficit at the end of this year, the president has said.

The lawsuit disputes the accuracy of the budget projections, and asks why the college didn't try other means to recover the money before resorting to layoffs.

Mary Washington College Drops Plan to Change Name

Mary Washington College will not be known as Washington-Monroe College in Virginia after all.

Last week, the college's trustees rescinded their decision to rename the college after the proposal met strong resistance from alumni. The controversy became so heated that college officials feared a long and bitter debate in the Virginia General Assembly, which must approve the change because Mary Washington is a public institution. The officials felt such a debate would hurt their efforts to gain the legislature's support on other matters.

"Even if we won in the General Assembly, it would have been a Pyrrhic victory," said William B. Crawley, executive assistant to the president.

The college's board had proposed the change last summer, because its members felt that Mary Washington conveyed the image of an all-female institution, when in fact the college has been coeducational since 1970.

Unfair-Practice Complaints Filed Against Berkeley

A regional counsel of the California Public Employment Relations Board has issued two unfair-labor-practice complaints against the University of California at Berkeley, involving attempts by graduate-student teaching assistants to organize a union.

The complaints accuse the university of failing to notify employees before instituting a job-reclassification system and of taking retaliatory measures against teaching assistants for trying to organize a union. The complaints will be heard by an administrative law judge.

The complaints grew out of 286 charges of unfair labor practice filed last October by the Association of Graduate Student Employees, which is seeking collective-bargaining rights for about 4,000 teaching assistants, research assistants, and instructors. A university spokesman said it had not received the complaints and could not comment.

Anti-Apartheid Slate to Run in Harvard Board Election

A group of graduates of Harvard University called Alumni Against Apartheid said last week

Student-Faculty Ratios, 1984-85

The following table shows average student-faculty ratios for 1984-85, calculated on the basis of full-time-equivalent students enrolled divided by the number of full-time-equivalent faculty members.

The data were collected from 1,230 colleges and universities by Maryse Eymonerie Associates as part of their annual report on faculty salaries for the American Association of University Professors.

Type of institution	Public	Independent	Church-related	All
Doctoral	11.7	11.1	15.7	12.1
Comprehensive	15.0	17.0	18.1	19.1
General baccalaureate	13.3	13.7	14.8	18.5
Specialized	13.8	14.4	16.1	18.5
2-year				
with academic ranks	16.6	10.7	14.4	14.3
without academic ranks	10.5	15.6	19.7	19.8
All institutions	13.5	14.0	15.3	17.5

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Philanthropy

Corporate Gifts to Education Rise Sharply

NEW YORK

Two years of growth in business profits were responsible for the significant increase in corporate support for education in 1984, when companies gave some $225-million more than in the previous year.

The 16.4-per-cent increase brought corporate support for education in 1984 to an estimated $1.6-billion, a record, according to the Council for Financial Aid to Education.

The estimates are based on responses to an annual survey of corporate giving conducted by the C.F.A.E. and the Conference Board, a business research organization.

Several weeks ago the Conference Board reported that overall corporate giving to charity in 1984 amounted to an estimated $3.8-billion, and that education received the largest share—39 per cent. Last week the C.F.A.E. issued its detailed analysis of giving to education.

"Although corporate profits are still almost 7 per cent below their 1979 peak of $252.7-billion, support of education has grown by 82 per cent since then," said John R. Haire, president of the C.F.A.E. "Such generous growth reflects the importance that corporations continue to put on education and their strong commitment to its support."

Colleges Got 71 Pct.

Among the 422 corporations responding to the 1984 survey, grants to higher education accounted for 71 per cent of the money given to education. The largest share of that support—slightly more than half—was in the form of grants for departmental programs and research projects, a sharp increase over 1982. The C.F.A.E. examines the purposes for which money is given only in alternate years.

Gifts by corporations to match their employees' contributions to colleges and universities accounted for the second largest portion, 14.3 per cent, which was a slight drop from the 1982 level.

Unrestricted operating grants to colleges and universities accounted for 7.7 per cent of corporate support for higher education, while capital grants—including contributions to endowment—made up 6 per cent and student aid 5.2 per cent.

Both unrestricted operating grants and capital grants made up smaller shares of total support in 1984 than they did in 1982, but that was accounted for by the addition in 1984 of the new category of special research grants, which represented 12.5 per cent of giving to higher education.

The 29 per cent of corporate giving to education not given to colleges went for a number of purposes, including scholarship and fellowship programs, economic-education programs, education-related organizations, and pre-college education.

Gifts of company products and equipment accounted for more than 20 per cent of corporate support for higher education, about twice the 1982 level, and played a "significant" role in the high percentage increase in grants for research and departmental programs.

Almost half of all corporate respondents to the survey operate company foundations, and about 40 per cent of all contributions to higher education were channeled through such philanthropies. In 1984, for the first time in five years, such foundations received almost as much in grants from their corporate sponsors as they gave away to charity. In years of higher profits, corporations replenish the coffers of their foundations to provide a "cushion" for years when profits are low or there are losses.

The C.F.A.E. is a non-profit organization that promotes voluntary support of higher education.

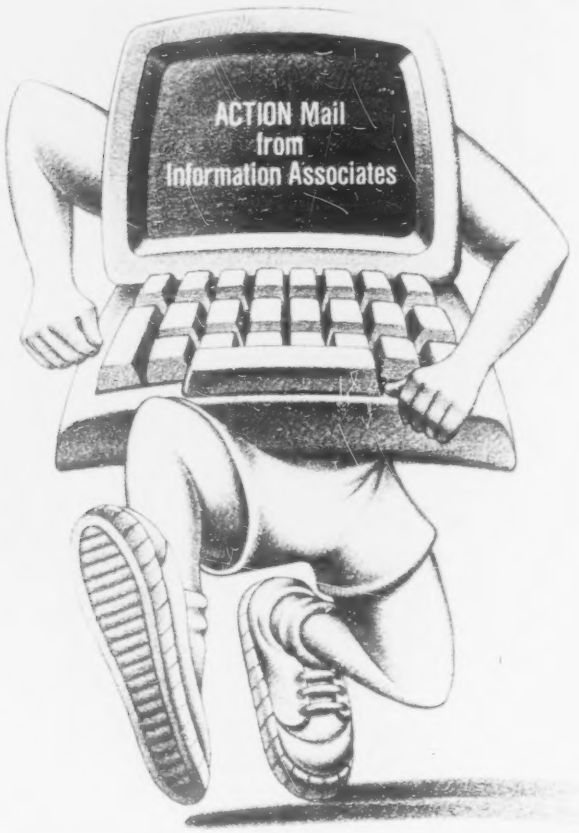
The council's complete report, *Corporate Support of Education 1984*, will be available at the end of January. Copies are $12 each, prepaid, and may be obtained from the C.F.A.E., 680 Fifth Avenue, New York 10019. —PAUL DESRUISSEAUX

Corporate Gifts to Education

	Corporate contributions to education	1-year change	As per cent of pretax net income	As per cent of all giving by corporations
1969	$ 375,000,000	+ 5.6%	0.43%	35.5%
1970	320,000,000	−14.7%	0.42%	40.2%
1971	345,000,000	+ 7.8%	0.40%	39.9%
1972	365,000,000	+ 5.8%	0.36%	36.2%
1973	410,000,000	+12.3%	0.33%	34.9%
1974	445,000,000	+ 8.5%	0.33%	37.1%
1975	450,000,000	+ 1.1%	0.34%	37.4%
1976	560,000,000	+24.4%	0.34%	37.7%
1977	665,000,000	+18.8%	0.34%	37.1%
1978	780,000,000	+17.3%	0.34%	37.4%
1979	880,000,000	+12.8%	0.35%	38.5%
1980	980,000,000*	+11.4%	0.42%	41.5%
1981	1,090,000,000*	+11.2%	0.49%	43.4%
1982	1,300,000,000*	+19.3%	0.79%	44.7%
1983	1,375,000,000*	+ 5.8%	0.68%	41.7%
1984	1,600,000,000	+16.4%	0.68%	42.1%

* Revised from an earlier estimate. SOURCE: COUNCIL FOR FINANCIAL AID TO EDUCATION

THE PRIDE KEEPS YOU RUNNING



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Notes on Campus Life

Morningside College is looking east and west, north and south.

To increase its national reputation and the diversity of its student body, the Sioux City, Iowa, college is offering four-year partial scholarships to students who come from outside of Iowa and its neighboring states.

Beginning in September, all Morningside freshmen who ranked in the top 40 per cent of their high-school classes, have appropriate admissions-test scores and come from states other than Iowa and its six bordering states will receive free room and board, the college announced last month.

While the room-and-board scholarships will not be based on financial need, students whose needs exceed the scholarship may be awarded additional aid, college officials say.

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How many champagne corks popped in Madison, Wis., last month?

None, say University of Wisconsin officials. And they couldn't be more pleased.

To discourage "rowdiness" and drinking among students at Wisconsin's mid-year commencement, administrators asked that students refrain from the traditional practice of opening champagne bottles during the ceremony.

Senior-class officers joined the university in calling for the curb on the bubbly, but all were surprised that graduates cooperated.

Wisconsin officials say the change in tradition added a new flavor to the ceremony.

"There was still exuberance," says Irving Shain, the university's chancellor. "There was applause. There was enthusiasm. But it was orderly. It was the kind of joy or enthusiasm that makes you feel good."

•

"I'm afraid to come out of my room. I don't know anyone. Can you come and get me?"

Those were the words one Pace University student used to describe her feelings to her parents during her freshman year.

"At first you feel like everybody knows everybody," said another freshman, "but I don't know anyone."

The students appear in a videotape produced by Rosa Ament, director of counseling and personal development at Pace's Pleasantville campus.

Pace shows the tape to the parents of freshmen to warn them of the behavioral changes that many students experience in their first year of college.

In the videotape, students discuss their transition to college and offer suggestions to parents trying to cope with changes in their children.

"There's no general panacea to help parents through," Ms. Ament says, "but just being aware of the situation helps."

Students

Half of All College Students Now Hold Jobs as Costs Rise and Financial Aid Is Squeezed

Employment also helps in exploring careers, developing skills, and serving communities

By JEAN EVANGELAUF

Half of all college students are holding jobs this academic year, a proportion that has risen steadily over the last twenty-five years.

Accounting for the growing ranks of student workers are spiraling tuition costs, a reduction—on an inflation-adjusted basis—in the value of student aid, and greater career consciousness among students.

Because more and more students are relying on loans to pay for college, the issue of student work has gained importance in the student-aid debate.

"Parents and students are complaining bitterly about the amount of loans they have to take out," says Pamela Christoffel, author of a new College Board report on the role of student earnings in paying for college.

Officials in government and academe are developing a wide range of programs to help students find jobs to meet their expenses, to develop new skills, to explore career possibilities, and to provide service to their communities.

On campuses, administrators are expanding their student-employment offices to meet the demand for jobs.

In over 30 state capitols, legislators have created or are considering creating work-study programs.

In Washington, the U.S. House of Representatives last month approved dramatic changes in the College Work-Study Program—which this academic year is providing wage subsidies to 808,000 students employed in public and private non-profit agencies—to allow students to work for private, for-profit companies.

A Change in Attitude

"The whole attitude toward college students has changed over the last 20 years," said Howard Hayghe, an economist with the U.S. Department of Labor. "People now expect them to work while they're in school. And as we've moved to a service economy, part-time jobs are far more available than they were in the 1960's. Now there seems to be a McDonald's on every corner."

Higher-education leaders are touting work as a way to reinvigorate campus life and as a means of dissuading students from basing academic and career decisions on the size of their monthly loan payments.

In his recent report *Higher Education and the American Resurgence*, Frank Newman, president of the Education Commission of the States, said too many students were passive, discouraged from challenging the ideas their professors presented.

Work is a key ingredient in his prescription for "active learning." Students who work as tutors or research or teaching assistants can develop a deep understanding of the learning process, he wrote.

Mr. Newman called on policymakers to revamp student-aid programs and to put more emphasis on work and less on loans.

"Those programs that require students to work . . . tend to build character, encourage a sense of responsibility, encourage self-confidence, increase a sense that the student is a useful member of society,

Continued on Page 32, Column 1

Applications for Peace Corps Rise Dramatically; Recruiting Tactics, Altruism, Anniversary Cited

By ELIZABETH GREENE

In the last three months almost twice as many college students have applied to the Peace Corps as in the same period a year ago.

That may seem surprising at a time when students are more career-conscious. And in fact the Peace Corps has adopted new recruiting tactics that stress the positive influence two years of service will have on one's job marketability, says Bruce J. Cohen, its director of recruitment.

Times have changed in the 25 years since President Kennedy created the Peace Corps, Mr. Cohen adds: Many of today's applicants are saying, "It's very nice to do things for other people, but what will this do for me?"

Altruism still plays a role, however.

The African famine has helped gain support for the Peace Corps, officials say, both in numbers of volunteers and in Congress. Recent fund-raising campaigns by celebrities, such as last summer's "Live Aid" concert, have helped spread the appeal for help.

Such efforts have made it more common knowledge that "the gap between the haves and have-nots is getting a lot bigger, not smaller, and we have to take a part in narrowing that gap rather than allowing it to increase," Mr. Cohen says.

An increasing number of people are joining the Peace Corps for "patriotic reasons," he adds: They want to pay America back for what America has given them. They believe, he says, that one responsibility of the United States is to help other countries, and they feel the efforts of Peace Corps volunteers reflect well on this country.

PEACE CORPS

The first group of Peace Corps volunteers pose for a photograph with Kwame Nkrumah, center, then president of Ghana.

Additionally, officials say, publicity about the Peace Corps' 25th anniversary this year is attracting attention to the organization's accomplishments.

120,000 Have Served

The Peace Corps was first proposed by John F. Kennedy, then a young candidate for the Presidency, in a 1960 speech at the University of Michigan at Ann Arbor. "How many of you," he asked the students, "are willing to spend 10 years in Africa or Latin America or Asia working for the U.S. and working for freedom?"

In the 25 years since, more than 120,000 people have served as Peace Corps volunteers.

Today about 6,000 volunteers work in 61 countries, sharing their skills with the people—helping to build bridges, plant forests, and treat malnourished children.

The average volunteer is white, from the middle or upper-middle class, and almost 30 years old, according to Edwin Jorge, a recruitment spokesman.

About 75 to 80 per cent are recent college graduates, Mr. Cohen says. Some 60 per cent of them are "scarce-skilled," meaning they have backgrounds in specialized areas such as forestry or business, and 40 per cent are "generalists," typically

Continued on Page 32, Column 1

Applications to Peace Corps Show a Dramatic Rise

Continued from Page 29

people with liberal-arts backgrounds and few trade skills.

When the Peace Corps began, the percentages were reversed, but developing countries have been appealing more and more for skilled workers, says Loret Miller Ruppe, the agency's director. They are asking for people with backgrounds in agriculture, irrigation, mathematics and science, vocational training, and small-business development.

People with backgrounds in special education are also in great demand, Ms. Ruppe says, as many countries are beginning to use their disabled citizens more resourcefully.

Today, she says, it is often very difficult for graduates with degrees in political science or English to be accepted as volunteers, and comparatively easy for graduates with degrees in math or science.

Thousands Rejected

Because of budgetary constraints, thousands of applicants are rejected each year. In the Peace Corps's fiscal year 1985, which ended in October, more than 13,500 people applied, and fewer than 3,500 were accepted.

"What we find with our university [liberal arts] graduates is that they have tremendous motivation and they tend to really have greater interpersonal skills than more technically trained people," she says, but they're not in as much demand.

Frank Iovino, 26, who graduated from Johnson State College last May with a bachelor's degree in fine arts, has been recommended by a regional Peace Corps office for review by headquarters in Washington, one of the last steps for acceptance into a volunteer position overseas. He says his fine-arts background made it very difficult to get even that far in the application process. "There are guys who weld or who majored in 'fishology,' " he says, "and here I am just a lonely bachelor-of-fine-arts student that wants to get involved."

Mr. Iovino says friends are constantly telling him the Peace Corps is a waste of two years' experience that could be spent in the job market, which is, for liberal-arts graduates, already tight enough. He says he feels, though, that the overseas experience would prove helpful to his career—"I'll probably have a better edge on most art majors today because I would have gone and seen another culture and experienced a whole different life style."

William Littell, a June 1984 graduate of Stanford University with a bachelor's degree in psychology, has been approved by Peace Corps headquarters for volunteer service, teaching science to junior-high school students in Botswana. He says his motivation to serve comes mainly from his belief that "a lot of improvements can be made in the world, and a first step is inter-cultural experiences for more people and a better understanding of what the world is about."

An additional incentive, he says, is that Peace Corps service should help him get into graduate programs in international development.

Says Ms. Ruppe, "The interested young person of today is asking us, 'What does this mean for the rest of my life?' and 'What does this experience mean for my career?' "

The Peace Corps's most recent recruitment tactics reflect those interests. Recruiters focus on the career growth that is possible overseas and are quick to note where returned volunteers get jobs. The State Department, for example, has 1,000 returned volunteers on its staff; 24 of Chase Manhattan Bank's top executives were volunteers; and city school systems need teachers with backgrounds in other cultures.

This fall the Peace Corps began a new program designed in part as a recruitment incentive for potential volunteers who were afraid of missing career opportunities by leaving the country for two years.

The Peace Corps Math/Science Fellows Program involves 20 returned volunteers who were math or science teachers during their service. It allows them to attend Teachers College of Columbia University for degrees in math and science education while they teach in one of New York City's inner-city schools. The college pays for half the tuition and the rest is made up by loans, half of which are forgiven upon completion of the two-year teaching assignment.

About 50 colleges and universities nationwide offer full or partial grants or preferential treatment in admissions to returned volunteers. Most of the grants are for graduate programs in various fields of international studies. Because of their experience overseas, returned volunteers are generally considered great assets by universities, says Leslie Wexler, a career program specialist in the Peace Corps's Office of Returned Volunteer Services.

Minority Recruiting

Opportunities like those, officials say, are especially helpful in recruiting minority-group students. Six per cent of the Peace Corps's volunteers come from minority groups, a low number attributed in part to minorities' often more serious financial concerns. Blacks and Hispanics, officials note, often say that as much as they would like to, they cannot put off their careers after college for service in the Peace Corps.

To attract minority-group students, recruitment officials in the Dallas and San Francisco offices, for example, say they have targeted historically black colleges and colleges with large numbers of Asian-Americans. Minority student groups have been contacted on such campuses, as have administrators who work specifically with minorities.

The message, Ms. Ruppe says, is that "after 25 years of experience, we can show real career growth in the Peace Corps.

"Not only are you helping the world grow a little bit, but you're going to help yourself grow."

Peace Corps Trying to Renew Links to Colleges

WASHINGTON

This year, as the Peace Corps celebrates its 25th anniversary, "we will be trying to set an agenda for the next 25 years: How can we build more understanding and world peace?" says Loret Miller Ruppe, the agency's director.

One of her main goals, Ms. Ruppe says, is to strengthen the relationship between the Peace Corps and American colleges and universities, so that her organization can better aid educational efforts in the developing world.

At first, Ms. Ruppe says, the Peace Corps depended heavily on colleges for training its volunteers. But in the last 12 years, she says, partly because of the Vietnam War, Watergate, and the policies of previous Peace Corps administrations, most of those links have been severed, and training has generally been done overseas.

"We would like to see the American universities far more closely connected to universities of the developing world," she says. This year she will be formulating plans for American faculty members to go overseas to train teachers in developing countries and to teach in some of those countries themselves.

Student Exchanges

She will consider ways in which the Peace Corps experience could be worked into master's-degree programs in the United States, so that volunteers would not have to put off their graduate education while overseas. Ms. Ruppe will also consider establishing more student exchanges with developing countries.

Land-grant colleges, with their agriculture and forestry programs, could be especially useful in providing students and faculty members to help Africa to have a "green revolution," she says. Almost half of today's Peace Corps volunteers are in Africa.

The biggest constraint the Peace Corps is working under, Ms. Ruppe stresses, is budgetary. Every year, thousands of applicants are turned away because the Peace Corps cannot support them.

In August, Congress passed and the President signed a nonbinding amendment—the Leach Amendment, named for Rep. Jim Leach, Republican of Iowa—calling for a total of 10,000 volunteers overseas by 1989. Today there are a little more than 6,000.

That goal could never be met with the present money, Ms. Ruppe says. In constant dollars, this year's $130-million budget is worth only about one-third of the Peace Corps's budget in 1966, its peak year, when it sent 15,556 volunteers overseas. —L. G.

Half of All College Students Now Hold Jobs as Costs Rise, Financial Aid Is Squeezed

Continued from Page 29

expand a student's expectations about himself, increase the capacity for cooperation, and add to a student's knowledge of the world of jobs," he said.

Private companies are increasingly interested in hiring student workers, said Barbara Lutz, the student-employment director at the University of Texas at Arlington and author of a new report on student work. She prepared the study, which describes successful campus employment activities, for the National Association of Student Employment Administrators.

At her university, most undergraduates work, and most of them hold off-campus jobs. Many of the employers hire their student workers full-time after graduation.

"Students have already been trained in their entry-level jobs," Ms. Lutz said. "They know the personalities, the politics, and the personnel policies. They know where to park their car. They can start concentrating on the job." That increases productivity and saves the companies money, she said.

A 25-Year Rise

Over the 25 years in which the federal government has collected student-employment statistics, the proportion of full-time college students in the labor force—that is, working or seeking work—has risen significantly, especially among women.

The percentages of full- and part-time students in the labor force shown in the following table probably understate the proportion of students who work, because in recent years the Department of Labor has limited its survey to students aged 16 to 24 instead of those 16 to 34.

Fall survey	Men		Women	
	Full-time	Part-time	Full-time	Part-time
1960	32%	97%	20%	75%
1965	35%	96%	23%	73%
1970	41%	97%	38%	75%
1975	45%	94%	41%	82%
1980	46%	96%	45%	85%
1985	47%	92%	51%	91%

Not only are more women working, but they are also working longer hours: In 1970, they worked an average of 15.6 hours a week; by 1984, the figure had climbed to 18.1.

For men, the average hours have remained stable, rising from an average of 20.6 hours in 1970 to 20.8 in 1984.

The following table shows the distribution of time worked by full-time college students in October 1984, the latest year for which the figures are available:

Hours worked	Men	Women	Total
1–14	28%	34%	31%
15–21	38%	39%	39%
22–34	21%	19%	20%
35 or more	13%	7%	10%

Few figures exist that indicate how much students earn, what share of their college expenses are met through their wages, and how those figures have changed over the last decade.

According to Ms. Christoffel of the College Board, undergraduates employed through the federal work-study program earn about $3.60 to $3.80 per hour, slightly above the legal minimum wage.

A survey sponsored by several higher-education associations found that undergraduate financial-aid recipients at private institutions met 7 per cent of their expenses through federal, state, or college work programs.

At public institutions, the comparable figure was 6 per cent.

In addition to campus programs, a variety of federal and state programs provide money for student employment.

Although the College Work-Study program is the federal government's major student-employment effort, the Department of Education also provides about $14-million to colleges for cooperative education. In those programs, students typically alternate periods of classroom study with periods of work at public or private organizations. The federal assistance covers administrative costs, not student salaries.

To supplement federal efforts, 17 states have started their own work-study programs and 15 are considering them. Most are modeled after the federal program, but some have more liberal provisions. Washington, for example, a state that last academic year spent $6.2-million on its program, allows students to work for profit-making organizations.

Ms. Christoffel's report, *Working Your Way Through College: A New Look at an Old Idea*, is available free of charge from the Washington office of the College Board, 1717 Massachusetts Avenue, N.W., Suite 404, Washington 20036.

Copies of the student-employment administrators' report, *Education at Work: Productivity Through Student Employment*, are available for $3.50 prepaid from Barbara Lutz, University of Texas at Arlington, U.T.A. Box 19619, Arlington, Texas 76019.

Student Employment as of October, 1985

	Per cent in labor force	Per cent employed		Per cent seeking work
		full-time	part-time	
All college students				
Full-time	49%	11%	79%	9%
Part-time	92%	64%	29%	6%
Men				
Full-time	47%	14%	77%	9%
Part-time	92%	66%	28%	6%
Women				
Full-time	51%	9%	81%	10%
Part-time	91%	63%	30%	7%
White				
Full-time	51%	11%	82%	7%
Part-time	92%	66%	29%	5%
Black				
Full-time	35%	17%	49%	34%
Part-time	88%	56%	29%	15%
Hispanic				
Full-time	48%	15%	74%	11%
Part-time	88%	49%	47%	4%

Note: Full-time enrollment is defined as 12 or more hours of class per week, and full-time work is defined as 35 or more hours per week. Both the black and white categories also include Hispanics. The survey covers students aged 16 to 24.

SOURCE: U.S. DEPARTMENT OF LABOR

Most of this Year's Freshmen Hold Liberal Views, Study Finds

Fewer than a third support increased defense spending; almost three-quarters say wealthy people should pay more taxes

LOS ANGELES

Most of this year's freshmen support liberal positions on key political issues, according to a new study.

The majority of freshmen questioned in the national survey said that the federal government was not doing enough to support disarmament, control pollution, or protect consumers.

In addition, fewer than one third of the students supported increased defense spending, almost three-quarters said wealthy people should pay more taxes, and a majority voiced support for legal abortion.

In spite of those positions, 20.9 per cent of the students—more than ever in the 20-year history of the annual study—identified themselves as either "conservative" or "far right" politically. In contrast, 22.4 per cent said they were "far left" or "liberal." 56.7 per cent called themselves "middle-of-the-road."

"It may be that the term liberal has fallen a little bit in esteem," said Kenneth C. Green, one of the authors of the report. "In many contexts, liberal is a dirty word."

Mr. Green added that students might take political positions formerly considered liberal because such positions are more generally accepted today. "There is a national movement of certain political issues to the mainstream," he said. "What at one time was liberal now becomes mainstream."

The findings are reported in *The American Freshman: National Norms for Fall 1985*. The survey was conducted by the Cooperative Institutional Research Program of the University of California at Los Angeles and the American Council on Education.

In the survey, 70.9 per cent of the respondents said it was essential or very important to be "very well-off financially." That figure was down very slightly from 71.2 per cent in the fall of 1984.

Less Interest in Liberal Arts

The proportion of students who said "developing a meaningful philosophy of life" was "essential" or "very important" declined from a peak of 82.9 per cent in 1967 to 43.3 per cent last fall.

The survey also reported that:

► Freshmen showed steadily declining interest in studying the traditional liberal arts, especially science. In the latest study, 3.4 per cent of students anticipated majoring in the biological sciences (compared with 4.7 per cent in 1977), and 2.4 per cent planned to major in physical science (compared with 3.1 per cent in 1977).

► The proportion of freshmen planning to major in computer science dropped by 50 per cent in two years. About 4.4 per cent of respondents were interested in careers as computer programmers or computer analysts, compared with 6.1 per cent in 1984, and 8.8 per cent in 1983. Alexander W. Astin, the director of the study, said the drop was "remarkable when you consider that computer use and instruction in secondary schools has continued to grow rapidly during the past two years."

► Ten per cent of the freshmen said they wanted careers in engineering, down from the peak of 12 per cent in 1982.

► The proportion of students planning careers in business—the most popular choice—rose to 23.9 per cent, the highest figure in the study's history.

► For the third straight year, interest in school teaching rose slightly. In the survey, 6.2 per cent of students indicated interest in teaching careers, compared with 5.5 per cent in 1984.

Mr. Green said students might be more interested in careers in education because recent reform efforts have received a great deal of publicity.

He said that breaking down statistics by geographical regions indicated that students in states where reform efforts started many years ago showed more interest in education and related careers.

"There's [ation on that, but it's going to be a while before some of the reform efforts trickle all the way down to a full cohort of students," he said.

Despite recent gains, the proportion of students wanting to teach is considerably below the level of the late 1960's, when more than 20 per cent of those surveyed said they wanted to be schoolteachers.

Fewer Back Legal Marijuana

The statistics were based on a sample of 192,435 new freshmen at 365 colleges and universities. The survey presented data separately for men and women; for predominantly black institutions, by type, control, and selectivity of institution; and by geographic region.

On political issues, fewer students than ever before supported the legalization of marijuana. The proportion of students in favor fell to 21.8 per cent, compared with 52.9 per cent in 1977.

But in addressing most other political and social topics included in the survey, the freshmen displayed a liberal bent.

A higher proportion than ever before—54.4 per cent—supported busing as a means of achieving integration in the schools. In responding to a question about marriage, 47.4 per cent said they agreed that "a couple should live together for some time before deciding to get married."

On a question asked for the first time this year, 54.2 per cent of the students said they believed that "nuclear disarmament is attainable."

Freshmen at predominantly black colleges have more even more liberal views on social issues than do freshmen at other types of institutions, the study found.

However, they are more conservative on economic issues, Mr. Green said.

For example, 72 per cent of the freshmen at predominantly black institutions supported a national health-care plan, compared with 61 per cent of all freshmen. In addition, more students at the black colleges than at colleges in general said the federal government was neither protecting consumers nor promoting disarmament.

A greater percentage of the students at black institutions said that military spending should be increased and taxes should be raised to reduce the deficit, the report said.

Nearly 27 per cent of the students at predominantly black colleges identified themselves as "liberal," 45 per cent said that they were "middle-of-the road," and 21 per cent described themselves as "conservative."

The majority of students entering black colleges are more committed to making money after graduation than are freshmen at the other types of institutions, the survey found.

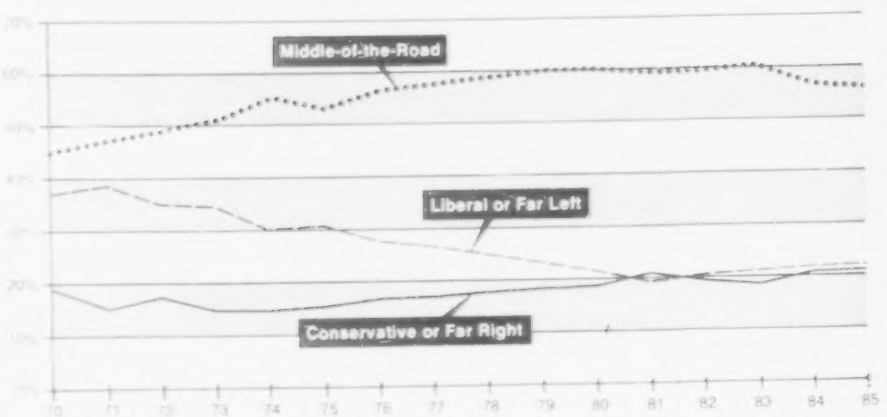
For example, more than 84 per cent of the black-college freshmen said that it was important to be "very well-off financially," the survey report said.

Slightly more than 80 per cent of the students at black colleges agreed that "college increases earning power," compared with the overall proportion of 72 per cent. In addition, 69 per cent of the students at predominantly black colleges agreed that "it is important to be successful in my own business," compared with 52 per cent of all freshmen surveyed.

The American Freshman is available for $8.50, postage paid, from the Higher Education Research Institute, Graduate School of Education, University of California, 405 Hilgard Avenue, Los Angeles 90024.

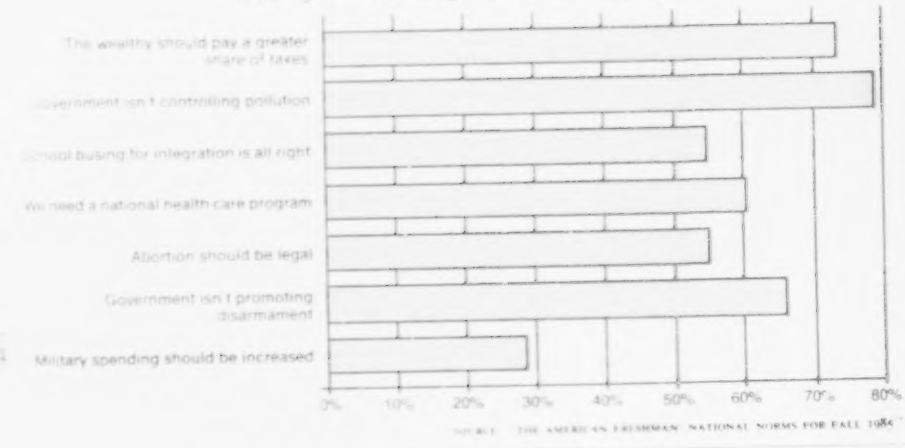
—THOMAS J. MEYER AND GAYNELLE EVANS

Trends in Freshman Political Preferences



Attitudes on Political and Social Issues

Percentage of those who agree somewhat or strongly



SOURCE: THE AMERICAN FRESHMAN: NATIONAL NORMS FOR FALL 1985

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Daniel L. Stoddard, Associate (212) 298-2537
Bradley S. Wynn, Analyst (212) 298-2532
Mark F. Morel, Analyst (212) 298-2966

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FACT–FILE

Freshman Characteristics and Attitudes

A national profile based on responses of 192,000 students who entered college in the fall of 1985

Characteristics

Age by December 31, 1985:

16 or younger	0.1%
17	2.5%
18	72.2%
19	20.2%
20	3.9%
21-24	1.7%
25-29	0.7%
30-39	0.6%
40-54	0.2%
55 or older	0.0%

Racial/ethnic background:

White	86.2%
Black	9.1%
American Indian	1.0%
Asian-American	2.0%
Mexican-American	1.2%
Puerto Rican-American	0.6%
Other	1.5%

Average grade in high school:

A or A+	9.1%
A-	11.6%
B+	19.0%
B	25.5%
B-	13.9%
C+	12.3%
C	8.1%
D	0.5%

Academic rank in high school:

Top 20%	41.0%
Second 20%	22.6%
Middle 20%	28.9%
Fourth 20%	6.4%
Lowest 20%	1.1%

Year of high-school graduation:

1985	93.4%
1984	2.6%
1983	0.7%
1982 or earlier	1.9%
H.S. equivalency (G.E.D. test)	1.1%
Never completed high school	0.2%

Have met or exceeded recommended years of study, as proposed by the National Commission on Excellence in Education, in:

English (4 years)	92.4%
Mathematics (3 years)	85.3%
Foreign language (2 years)	65.5%
Physical science (2 years)	54.4%
Biological science (2 years)	35.0%
History, American government (1 year)	99.0%
Computer science (.5 years)	57.5%
Art or music (1 year)	61.3%

Marital status:

Not presently married	98.5%
Married, living with spouse	1.2%
Married, not living with spouse	0.4%

Disabilities:

Hearing	0.9%
Speech	0.3%
Visual	2.1%
Orthopedic	0.9%
Learning	1.1%
Health-related	1.2%
Other	1.2%

Current religious preference:

Baptist	14.5%
Buddhist	0.3%
Congregational (UCC)	1.5%
Eastern Orthodox	0.6%
Episcopal	2.6%
Islamic	0.2%
Jewish	2.8%
Latter Day Saints (Mormon)	0.2%
Lutheran	5.9%
Methodist	9.9%
Presbyterian	5.0%
Quaker (Society of Friends)	0.2%
Roman Catholic	37.0%
Seventh-Day Adventist	0.3%
Other Protestant	5.5%
Other religion	5.0%
None	8.4%

Student considers self a "born-again" Christian:

Yes	23.9%
No	76.1%

Residence planned during fall term:

With parents or relatives	30.7%
Other private home or apartment	6.2%
College dormitory	59.8%
Fraternity or sorority house	0.5%
Other campus housing	2.1%
Other	0.8%

Residence preferred during fall term:

With parents or relatives	17.1%
Other private home or apartment	27.6%
College dormitory	42.0%
Fraternity or sorority house	6.2%
Other campus housing	4.8%
Other	2.3%

Father's occupation:

Artist (incl. performer)	0.9%
Businessman	29.2%
Member of clergy or religious worker	1.0%
Engineer	8.5%
Farmer or forester	3.9%
Lawyer	1.5%
Military career officer	1.6%
Physician or dentist	2.1%
Other health professional	1.3%
Research scientist	0.6%
Teacher or administrator, college	0.9%
Teacher or administrator, elementary school	0.7%
Teacher or administrator, secondary school	3.5%
Worker, skilled	10.4%
Worker, semi-skilled	5.2%
Worker, unskilled	3.5%
Other occupation	22.4%
Unemployed	2.8%

Father's education:

Grammar school or less	4.3%
Some high school	9.5%
High-school diploma	28.5%
Postsecondary, other than college	7.0%
Some college	14.0%
College degree	19.6%
Some graduate school	2.7%
Graduate degree	14.4%

Mother's occupation:

Artist (incl. performer)	1.5%
Businesswoman	12.6%
Member of clergy or religious worker	0.1%
Clerical worker	11.1%
Engineer	0.2%
Farmer or forester	0.3%
Homemaker (full-time)	22.3%
Lawyer	0.2%
Nurse	7.6%
Physician or dentist	0.3%
Other health professional	1.8%
Research scientist	0.1%
Social, welfare, or recreation worker	1.2%
Teacher or administrator, college	0.3%
Teacher or administrator, elementary school	5.6%
Teacher or administrator, secondary school	3.4%
Worker, skilled	2.0%
Worker, semi-skilled	3.0%
Worker, unskilled	2.3%
Other occupation	17.2%
Unemployed	7.0%

Mother's education:

Grammar school or less	3.1%
Some high school	7.6%
High-school diploma	36.2%
Postsecondary, other than college	7.7%
Some college	16.0%
College degree	17.0%
Some graduate school	2.5%
Graduate degree	7.8%

Students estimate chances are very good that they will:

Change major field	13.1%
Change career choice	12.3%
Fail one or more courses	1.4%
Graduate with honors	12.1%
Be elected to student office	3.4%
Get a job to pay college expenses	37.5%
Work full time while attending college	3.5%
Join a social fraternity or sorority	17.9%
Live in a coeducational dormitory	28.4%
Play varsity athletics	15.3%
Be elected to an honor society	7.3%
Make at least a B average	40.0%
Need extra time to complete degree	6.3%
Need tutoring in some courses	11.2%
Work at outside job	21.1%
Seek vocational counseling	6.0%
Seek personal counseling	4.0%
Get a bachelor's degree	66.9%
Participate in student protests	4.6%
Drop out temporarily	1.2%
Drop out permanently	0.8%
Transfer to another college	10.7%
Be satisfied with college	53.6%
Find employment in preferred field	69.6%
Marry while in college	4.6%
Marry within a year after college	15.6%

Number of other colleges applied to for admission this year:

None	33.7%
One	21.0%
Two	16.8%
Three	13.6%
Four	6.9%
Five	4.0%
Six or more	4.1%

Number of other college acceptances this year:

None	17.8%
One	29.9%
Two	23.9%
Three	16.1%
Four	6.9%
Five	2.9%
Six or more	2.6%

College attended is student's:

First choice	72.3%
Second choice	20.8%
Third choice	4.6%
Other	2.3%

Distance from home to college:

5 miles or less	9.2%
6-10 miles	9.4%
11-50 miles	27.1%
51-100 miles	7.1%
101-500 miles	28.5%
More than 500 miles	8.6%

Reasons noted as very important in deciding to go to college:

Parents' wishes	16.8%
Could not find job	4.0%
To get away from home	8.8%
To be able to get a better job	63.1%
To gain general education	61.3%
To improve reading and study skills	40.5%
Nothing better to do	2.4%
To become a more cultured person	32.6%
To be able to make more money	69.7%
To learn more about things	73.5%
To prepare for graduate school	46.0%

Reasons noted as very important in selecting college attended:

Relatives' wishes	6.1%
Teacher's advice	4.2%
Good academic reputation	55.1%
Good social reputation	22.5%
Offered financial assistance	20.2%
Offers special education programs	22.2%
Low tuition	21.3%
Advice of guidance counselor	7.7%
Wanted to live near home	17.5%
Friend's suggestion	7.4%
Recruited by college	3.7%
Recruited by athletic department	4.5%
Graduates go to top graduate schools	25.7%
Graduates get good jobs	45.7%
Not offered aid by first choice	4.2%

Highest degree planned at college attended:

None	3.5%
Vocational certificate	1.7%
Associate (or equiv.)	22.4%
Bachelor's	55.1%
Master's	11.8%
Ph.D. or Ed.D.	1.7%
M.D., D.O., D.D.S., or D.V.M.	1.3%
LL.B. or J.D.	0.8%
B.D. or M.Div.	0.2%
Other	1.6%

Highest degree planned anywhere:

None	2.1%
Vocational certificate	1.2%
Associate (or equiv.)	6.2%
Bachelor's	38.2%
Master's	31.6%
Ph.D. or Ed.D.	9.2%
M.D., D.O., D.D.S., or D.V.M.	6.0%
LL.B. or J.D.	3.6%
B.D. or M.Div.	0.4%
Other	1.7%

Probable major field of study:

Accounting	6.5%
Aeronautical engineering	1.3%
Agriculture	1.4%
Anthropology	0.1%
Architecture, urban planning	0.9%
Art, fine and applied	1.8%
Arts and humanities (misc.)	0.7%
Astronomy	0.1%
Atmospheric science	0.1%
Biochemistry or biophysics	0.5%
Biological sciences (misc.)	0.4%
Biology (general)	1.7%
Botany	0.0%
Building trades	0.4%
Business (misc.)	1.4%
Business administration (general)	7.4%
Business education	0.3%
Chemical engineering	0.7%
Chemistry	0.7%
Civil engineering	0.9%
Communications	2.5%
Computer science	2.3%
Data processing, computer programming	2.1%
Drafting or design	0.6%
Earth science	0.1%
Economics	0.4%
Education (misc.)	0.4%
Electrical or electronic engineering	3.9%
Electronics	0.5%
Elementary education	3.1%
Engineering (misc.)	1.4%
English	1.0%
Ethnic studies	0.0%
Finance	1.6%
Foreign language	0.5%
Forestry	0.6%
Geography	0.0%
Health technology	1.3%
History	0.7%
Home economics	0.5%
Industrial engineering	0.4%
Journalism	1.6%
Law enforcement	1.7%
Library science	0.0%
Management	5.3%
Marine science	0.1%
Marine-life science	0.3%
Marketing	2.6%
Mathematics	0.8%
Mechanical engineering	2.1%
Mechanics	0.5%
Microbiology or bacteriology	0.2%
Military science	0.2%
Music	1.0%
Music or art education	0.3%
Nursing	3.3%
Pharmacy	0.6%
Philosophy	0.1%
Physical education and recreation	1.2%
Physical sciences (misc.)	0.1%
Physics	0.4%
Political science	2.4%
Pre-dental, pre-medical, pre-veterinary	3.1%
Professional (misc.)	1.3%
Psychology	3.2%
Secondary education	1.1%
Secretarial studies	2.0%
Social work	1.0%
Social sciences (misc.)	0.2%
Sociology	0.3%
Special education	0.7%
Speech	0.1%
Statistics	0.0%
Theater and drama	0.6%
Theology and religion	0.2%
Therapy	1.9%
Women's studies	0.0%
Zoology	0.3%
Other fields	1.6%
Other technical fields	0.6%
Undecided	5.9%

Probable career occupation:

Accountant or actuary	6.3%
Actor or entertainer	1.0%
Architect or urban planner	1.4%
Artist	1.5%
Business (clerical)	1.8%
Business executive	12.7%
Business proprietor	3.3%
Business salesperson or buyer	1.6%
Clergy (minister or priest)	0.2%
Clergy (misc.)	0.1%
Clinical psychologist	1.3%
Computer programmer or analyst	4.4%
Conservationist or forester	0.8%
Dentist	0.6%
Dietitian or home economist	0.2%
Educator (college)	0.3%
Educator (elementary)	3.8%
Educator (secondary)	2.4%
Engineer	10.0%
Farmer or rancher	0.7%
Foreign-service worker	0.9%
Homemaker (full-time)	0.1%
Interior decorator	0.6%
Interpreter	0.2%
Journalist or writer	2.2%
Lab technician or hygienist	0.8%
Law-enforcement officer	1.3%
Lawyer or judge	3.9%
Military person	1.1%
Musician	1.1%
Nurse	3.3%
Optometrist	0.2%
Pharmacist	0.7%
Physician	3.8%
Research scientist	1.4%
School counselor	0.2%
School principal or superintendent	0.0%
Social, welfare, or recreation worker	1.3%
Statistician	0.1%
Therapist	2.2%
Veterinarian	1.1%
Skilled trades	1.6%
Other occupation	6.9%
Undecided	10.7%

Estimated parental income:

Less than $6,000	4.6%
$6,000-$9,999	4.2%
$10,000-$14,999	7.1%
$15,000-$19,999	7.1%
$20,000-$24,999	8.6%
$25,000-$29,999	8.6%
$30,000-$34,999	11.2%
$35,000-$39,999	9.8%
$40,000-$49,999	11.8%
$50,000-$59,999	9.5%
$60,000-$74,999	7.0%
$75,000-$99,999	4.3%
$100,000-$149,999	3.0%
$150,000 or more	3.0%

Number of parents' dependents:

One	6.9%
Two	13.2%
Three	22.1%
Four	28.3%
Five	18.1%
Six or more	11.5%

Number of other dependents currently attending college:

None	68.9%
One	23.4%
Two	5.6%
Three or more	2.1%

Concern about financing college:

None	35.5%
Some	50.8%
Much	13.7%

Support from parental aid:

None	29.7%
$1-$499	11.6%
$500-$999	8.4%
$1,000-$1,499	8.0%
$1,500-$1,999	5.6%
$2,000-$3,000	9.7%
Over $3,000	27.1%

Other savings:

None	77.9%
$1-$499	12.0%
$500-$999	4.2%
$1,000-$1,499	2.6%
$1,500-$1,999	1.0%
$2,000-$3,000	1.0%
Over $3,000	1.4%

Continued on Following Page

Note: Because of multiple responses, sections may not add to 100 per cent.

FACT-FILE—Continued

Aid awarded on the basis of:	
Academic merit	51.7%
Financial need	80.8%
Athletic talent	11.8%
Other talent	3.2%
Other	20.7%

Support from Pell Grant:	
None	80.1%
$1-$499	4.9%
$500-$999	5.4%
$1,000-$1,499	4.5%
$1,500-$1,999	2.4%
$2,000-$3,000	2.0%
Over $3,000	0.6%

Support from Supplemental Educational Opportunity Grant:	
None	95.2%
$1-$499	1.7%
$500-$999	1.4%
$1,000-$1,499	0.9%
$1,500-$1,999	0.3%

Support from Supplemental Educational Opportunity Grant: (Continued)	
$2,000-$3,000	0.3%
Over $3,000	0.1%

Support from state scholarship or grant:	
None	85.9%
$1-$499	5.4%
$500-$999	3.1%
$1,000-$1,499	2.0%
$1,500-$1,999	0.9%
$2,000-$3,000	2.6%
Over $3,000	2.5%

Support from college grant:	
None	81.5%
$1-$499	4.3%
$500-$999	4.6%
$1,000-$1,499	3.2%
$1,500-$1,999	1.4%
$2,000-$3,000	2.3%
Over $3,000	3.1%

Support from private grant:	
None	94.4%
$1-$499	2.2%
$500-$999	1.5%
$1,000-$1,499	0.9%
$1,500-$1,999	0.3%
$2,000-$3,000	0.4%
Over $3,000	0.3%

Support from College Work-Study grant:	
None	90.0%
$1-$499	3.5%
$500-$999	3.6%
$1,000-$1,499	2.1%
$1,500-$1,999	0.6%
$2,000-$3,000	0.2%
Over $3,000	0.1%

Support from part-time employment:	
None	69.2%
$1-$499	19.1%
$500-$999	7.6%

Support from part-time employment: (Continued)	
$1,000-$1,499	2.8%
$1,500-$1,999	0.8%
$2,000-$3,000	0.3%
Over $3,000	0.2%

Support from summer employment:	
None	51.6%
$1-$499	22.5%
$500-$999	13.5%
$1,000-$1,499	7.4%
$1,500-$1,999	2.4%
$2,000-$3,000	1.9%
Over $3,000	0.7%

Support from federal Guaranteed Student Loan:	
None	77.0%
$1-$499	1.3%
$500-$999	2.2%
$1,000-$1,499	3.5%
$1,500-$1,999	2.8%

Support from federal Guaranteed Student Loan: (Continued)	
$2,000-$3,000	12.3%
Over $3,000	0.9%

Support from college loan:	
None	96.3%
$1-$499	0.6%
$500-$999	0.7%
$1,000-$1,499	0.7%
$1,500-$1,999	0.4%
$2,000-$3,000	0.9%
Over $3,000	0.4%

Support from National Direct Student Loan:	
None	94.3%
$1-$499	1.1%
$500-$999	1.4%
$1,000-$1,499	1.4%
$1,500-$1,999	0.7%
$2,000-$3,000	1.0%
Over $3,000	0.1%

Attitudes and Activities

	All institutions			2-year colleges		4-year colleges				Universities		Predominantly black colleges	
	Men	Women	Total	Public	Private	Public	Pvt., non-sectarian	Protestant	Catholic	Public	Private	Public	Private
Activities in the past year:													
Used a personal computer*	27.8%	22.3%	24.9%	21.8%	17.3%	27.0%	24.9%	24.3%	24.2%	28.7%	29.6%	20.6%	25.6%
Played a musical instrument	38.5%	45.8%	42.3%	36.7%	39.5%	42.7%	45.8%	52.8%	40.5%	46.2%	48.4%	41.4%	45.2%
Attended a religious service	82.4%	87.3%	84.9%	80.6%	89.1%	86.7%	85.4%	91.2%	93.3%	85.7%	86.5%	91.4%	94.2%
Participated in a speech or debate	24.8%	25.2%	25.0%	19.6%	22.3%	26.6%	30.3%	28.5%	27.8%	27.6%	31.8%	34.2%	37.8%
Was president of one or more student organizations	25.1%	28.2%	26.7%	19.7%	27.7%	28.4%	32.6%	32.0%	28.7%	29.6%	37.2%	38.8%	42.1%
Was bored in class	90.5%	91.2%	90.9%	85.7%	90.8%	92.0%	92.9%	94.5%	93.5%	95.0%	94.9%	82.9%	86.9%
Had a major part in a play	18.1%	18.2%	18.1%	13.8%	17.8%	20.6%	23.5%	24.2%	17.4%	18.4%	20.4%	34.2%	29.8%
Won a varsity letter in sports	34.2%	39.2%	36.8%	36.3%	50.3%	48.8%	48.6%	51.8%	49.6%	50.0%	48.9%	34.8%	42.1%
Didn't complete homework on time	72.8%	64.8%	68.7%	65.5%	72.7%	69.9%	70.9%	72.4%	66.5%	70.6%	65.6%	66.3%	68.9%
Won an award in an art contest	16.8%	15.4%	16.1%	14.3%	18.6%	16.3%	19.9%	16.7%	15.9%	16.3%	16.7%	20.9%	19.3%
Edited the school paper, yearbook, or magazine	12.9%	22.4%	17.9%	14.0%	16.7%	16.3%	22.1%	19.6%	20.8%	19.3%	26.1%	16.2%	17.9%
Tutored another student	40.9%	43.7%	42.4%	31.5%	30.8%	43.5%	48.9%	45.7%	50.0%	51.5%	64.8%	40.1%	52.5%
Asked a teacher for advice*	21.7%	26.2%	24.1%	17.7%	27.5%	24.5%	31.0%	29.7%	28.6%	26.7%	30.7%	33.2%	41.6%
Participated in a science contest	19.3%	12.9%	15.9%	11.7%	16.6%	16.9%	18.0%	16.4%	16.1%	19.5%	21.3%	28.5%	29.4%
Did extra course work or reading	65.0%	72.9%	69.2%	64.6%	71.2%	70.1%	73.5%	71.1%	73.6%	70.4%	75.9%	71.0%	82.1%
Was a guest in a teacher's home	32.4%	32.9%	32.6%	26.4%	35.7%	35.3%	37.5%	43.1%	32.6%	33.5%	36.6%	47.7%	37.3%
Studied with other students	86.1%	90.1%	88.2%	83.1%	86.9%	89.6%	90.4%	91.2%	92.0%	91.9%	93.1%	89.6%	91.3%
Overslept and missed class or an appointment	29.6%	27.7%	28.6%	28.1%	31.2%	27.3%	31.6%	28.8%	26.9%	29.4%	28.2%	22.6%	27.9%
Smoked cigarettes*	6.6%	11.3%	9.1%	13.2%	13.0%	7.1%	7.8%	5.3%	7.8%	6.2%	5.0%	4.0%	2.8%
Performed volunteer work	68.7%	72.0%	70.4%	65.2%	71.3%	71.0%	73.8%	76.5%	77.6%	72.2%	78.0%	69.1%	74.0%
Missed school because of illness	72.8%	82.5%	77.8%	76.1%	80.8%	78.4%	78.5%	79.8%	79.6%	78.0%	77.8%	76.0%	73.5%
Attended a recital or concert	73.3%	79.6%	76.6%	70.3%	76.7%	77.0%	82.3%	82.2%	78.7%	80.7%	83.4%	69.4%	82.0%
Drank beer	71.8%	61.6%	66.5%	67.2%	63.4%	64.1%	61.0%	54.2%	72.2%	72.9%	68.8%	26.6%	35.3%
Stayed up all night	74.9%	73.8%	74.3%	72.6%	74.5%	74.3%	74.8%	74.1%	75.9%	77.1%	73.3%	62.4%	70.7%
Felt overwhelmed*	12.0%	19.6%	16.2%	11.5%	17.5%	16.0%	19.0%	20.4%	19.1%	19.3%	19.9%	11.2%	17.0%
Felt depressed*	6.1%	10.2%	8.3	7.1%	10.4%	9.0%	9.2%	9.4%	8.8%	8.2%	7.9%	13.7%	10.8%
Political views:													
Far left	2.2%	1.5%	1.8%	1.9%	2.4%	2.0%	2.2%	1.3%	1.4%	1.6%	1.5%	5.0%	2.6%
Liberal	19.9%	21.2%	20.6%	17.8%	18.8%	20.4%	25.7%	19.3%	21.5%	22.2%	26.1%	24.0%	33.4%
Middle of the road	52.2%	60.9%	56.7%	52.9%	57.5%	57.0%	48.2%	51.5%	56.7%	54.3%	45.6%	45.1%	43.6%
Conservative	23.5%	15.7%	19.5%	16.2%	19.6%	18.9%	22.4%	26.4%	19.3%	20.8%	25.3%	21.1%	18.8%
Far right	2.1%	0.8%	1.4%	1.3%	1.6%	1.7%	1.5%	1.5%	1.2%	1.2%	1.5%	4.8%	1.7%
Agree strongly or somewhat that:													
Government isn't protecting the consumer	56.2%	66.2%	61.4%	65.7%	66.9%	62.6%	62.7%	60.6%	61.7%	57.5%	55.8%	70.6%	74.6%
Government isn't promoting disarmament	58.5%	73.9%	66.0%	64.3%	63.6%	65.7%	69.7%	65.2%	71.1%	66.2%	70.8%	67.9%	77.7%
Government isn't controlling pollution	75.8%	80.0%	78.0%	77.8%	76.0%	78.2%	79.4%	78.0%	77.7%	77.4%	80.2%	75.4%	78.6%
Government should discourage the use of energy	68.6%	74.5%	71.7%	70.6%	72.0%	71.8%	73.6%	72.1%	71.5%	71.9%	73.0%	67.4%	71.8%
Taxes should be raised to reduce the federal deficit	26.2%	19.8%	22.8%	19.8%	20.5%	23.4%	24.7%	23.1%	20.7%	26.1%	27.2%	30.4%	20.9%
Military spending should be increased	34.4%	19.7%	26.8%	27.7%	32.1%	29.1%	24.5%	26.2%	19.9%	25.3%	19.9%	36.8%	25.3%
Nuclear disarmament is attainable	51.7%	56.6%	54.2%	54.5%	53.0%	54.3%	55.2%	53.3%	57.0%	53.4%	54.5%	51.1%	55.9%
The death penalty should be abolished	22.6%	30.2%	26.6%	25.0%	25.5%	27.7%	30.1%	26.5%	33.1%	24.6%	29.8%	51.0%	45.8%
We need a national health-care plan	57.3%	63.3%	60.5%	65.2%	61.9%	61.3%	60.6%	54.7%	62.8%	54.1%	53.0%	71.3%	75.0%
Abortion should be legalized	54.5%	55.3%	54.9%	53.4%	50.5%	54.6%	58.5%	45.5%	40.1%	61.8%	57.0%	43.9%	61.6%
High school grading was too easy	50.6%	49.6%	50.1%	47.1%	43.2%	50.3%	51.2%	54.1%	49.0%	53.5%	56.7%	37.5%	38.2%
Women's activities should be confined to the home	29.5%	16.0%	22.4%	24.6%	27.5%	22.7%	22.8%	22.2%	20.0%	19.0%	16.2%	37.5%	28.2%
Couples should live together before marriage	52.1%	43.1%	47.4%	51.3%	44.5%	46.1%	47.4%	33.3%	39.0%	48.6%	45.5%	46.8%	48.8%
Women should have job equality	86.4%	95.9%	91.4%	90.1%	90.1%	91.7%	91.9%	91.4%	92.2%	92.6%	93.8%	85.7%	91.3%
The wealthy should pay a larger share of taxes	73.5%	73.1%	73.3%	75.4%	68.0%	75.8%	69.7%	71.9%	71.6%	72.1%	66.4%	72.0%	76.6%
Marijuana should be legalized	24.8%	18.9%	21.8%	22.4%	21.8%	21.0%	23.0%	15.9%	17.5%	23.7%	19.9%	26.5%	19.8%
Busing to achieve racial balance in schools is all right	51.6%	56.9%	54.4%	57.6%	58.4%	55.4%	56.0%	52.4%	53.1%	48.3%	48.3%	71.8%	72.4%
Homosexual relations should be prohibited	58.3%	38.3%	47.9%	52.4%	56.7%	48.8%	43.9%	53.9%	42.9%	42.0%	32.1%	63.1%	52.3%
Colleges have the right to regulate off-campus behavior	15.7%	12.9%	14.3%	15.6%	19.0%	14.8%	15.1%	15.2%	12.1%	10.7%	10.9%	35.5%	24.0%
Students should help evaluate faculty members	70.9%	70.6%	70.7%	68.0%	66.6%	70.4%	72.4%	71.0%	71.5%	74.2%	76.8%	65.2%	68.1%
Colleges have a right to ban a speaker	27.5%	23.2%	25.3%	27.9%	29.5%	25.5%	23.4%	26.1%	22.9%	22.1%	19.6%	39.3%	25.0%
One can do little to change society	39.9%	34.7%	37.2%	40.4%	39.6%	37.5%	34.9%	32.8%	33.3%	35.9%	29.2%	47.6%	39.6%
College increases earning power	74.4%	69.3%	71.8%	77.9%	75.1%	72.6%	64.5%	64.4%	68.4%	69.5%	57.0%	80.9%	78.6%
Objectives considered essential or very important:													
Achieving in a performing art	9.9%	11.7%	10.8%	7.7%	12.6%	11.8%	15.0%	13.2%	10.9%	11.2%	14.2%	17.8%	13.5%
Becoming an authority in his or her field	73.1%	69.4%	71.2%	67.6%	68.2%	72.5%	73.9%	69.1%	71.9%	74.7%	74.7%	78.0%	82.6%
Obtaining recognition from colleagues	57.1%	53.5%	55.2%	50.8%	55.1%	56.4%	58.5%	49.3%	57.4%	60.0%	60.3%	60.9%	68.5%
Influencing the political structure	18.9%	12.7%	15.6%	12.0%	15.2%	16.6%	20.8%	15.6%	16.6%	16.7%	21.3%	30.8%	32.3%
Influencing social values	30.5%	35.1%	32.9%	29.5%	38.2%	32.8%	40.0%	37.7%	37.5%	32.0%	34.1%	43.5%	49.2%
Raising a family	69.3%	70.3%	69.8%	67.9%	70.9%	69.4%	70.2%	74.8%	74.3%	70.3%	72.4%	60.8%	65.4%
Having administrative responsibility	44.7%	41.1%	42.8%	41.5%	42.6%	44.6%	42.3%	38.0%	44.9%	44.7%	41.7%	52.8%	51.7%
Being very well-off financially	75.4%	66.8%	70.9%	73.4%	72.0%	71.2%	68.5%	58.3%	69.0%	72.3%	66.4%	83.6%	85.4%
Helping others who are in difficulty	55.1%	70.9%	63.4%	59.8%	65.5%	64.7%	68.1%	69.3%	70.7%	61.9%	66.0%	74.5%	79.1%
Making a contribution to scientific theory	17.0%	10.2%	13.4%	11.4%	10.4%	13.6%	13.9%	10.7%	12.5%	16.8%	18.6%	21.3%	22.4%
Writing original works	11.3%	12.1%	11.7%	8.7%	10.7%	12.2%	16.4%	12.8%	11.9%	12.9%	15.8%	19.0%	15.4%
Creating artistic works	10.6%	12.4%	11.5%	9.9%	16.1%	11.3%	15.5%	10.5%	11.5%	12.0%	11.7%	17.5%	12.3%
Being successful in his or her own business	56.2%	47.7%	51.8%	52.6%	57.8%	50.3%	54.7%	45.7%	52.1%	52.0%	47.3%	69.1%	67.7%
Helping clean up the environment	23.4%	17.5%	20.3%	20.4%	22.7%	20.5%	22.4%	18.3%	19.3%	19.6%	17.7%	31.2%	30.7%
Developing a philosophy of life	43.6%	43.0%	43.3%	36.9%	44.2%	44.4%	50.5%	47.2%	46.4%	45.1%	53.6%	64.3%	62.7%
Participating in community action	20.8%	24.7%	22.8%	18.8%	25.1%	24.5%	27.4%	24.9%	26.8%	23.3%	25.4%	39.7%	45.7%
Promoting racial understanding	30.8%	33.1%	32.0%	26.5%	31.2%	34.3%	41.9%	34.8%	36.2%	31.1%	38.7%	60.6%	73.3%
Being an expert on finance and commerce	30.7%	21.5%	25.9%	23.4%	26.0%	27.9%	28.6%	22.3%	28.1%	27.1%	26.3%	51.8%	42.7%

* Frequently only, all other activities frequently or occasionally

SOURCE: "THE AMERICAN FRESHMAN: NATIONAL NORMS FOR FALL 1985," BY ALEXANDER W. ASTIN, PUBLISHED BY AMERICAN COUNCIL ON EDUCATION AND UNIVERSITY OF CALIFORNIA AT LOS ANGELES